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A manual designed to assist teachers in their efforts to improve the reading skills of their students is presented. It is based on the assumption that reading can and should be taught as an integral part of the instruction in all subject areas. The student should learn to differentiate between factual reading, imaginative reading, interpretative reading, and entertaining reading. The material presented is applicable to various subject areas and provides actual procedures which may be used in the classroom.

Word attack skills enable the student to determine the pronunciation and in some cases the meaning of new words. Phonetic and structural analysis are emphasized. Vocabulary skills include drawing meaning from context clues, extending word meanings through roots, understanding the purpose, value and use of the dictionary, understanding shifts in the meaning of words, and extending word meanings using synonyms, antonyms, and homonyms. The comprehension skills which should be taught are identifying main ideas, identifying significant details and relating them to the ideas, selecting important words, phrases, and passages, understanding time sequences, distinguishing between factual statements and judgments, recognizing an author's point of view, creative thinking, and critical interpretation. Suggestions are given for helping children read different types of materials more rapidly. Obstacles to rapid reading such as lip reading, regressing, and lack of concentration must be eliminated; the speed must be adjusted to the type of material. Children can be taught to make use of typographical aids and word signals.

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A Reading Guide for Junior High Teachers

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HOUGH COMMUNITY PROJECT
Cleveland Public Schools, Cleveland, Ohio

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IN APPRECIATION

The techniques listed in this guide were gathered from a variety of sources including classroom observations, inservice reading workshops, discussions with teachers and subject supervisors, and personal experience. Many administrators and teachers helped in the evaluation of techniques listed and to all of them I wish to express my sincere appreciation. I am deeply indebted to Mrs. Malzarine Reynolds and Mrs. Rose McIsaac for preparing the section on "Word Attack Skills."

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J.D.M.

PREFACE

This reading manual is designed to assist junior high school classroom teachers in their efforts to improve the reading skills of their students. It is written in view of the following conclusions: first, that every student (not just the non-reader) in the junior high school can and should improve his reading ability in order to meet the educational challenges of the future; second, that reading can and should be taught as an integral part of the instruction in all subject areas.

Just as various subject matter areas require a different type of thinking, they also make special demands upon the students' reading. The kind of imagination needed to read a play, for example, is quite different from that needed to read a lesson in science. The student must learn to differentiate between factual reading, imaginative reading, interpretative reading, purposeful reading, entertaining reading, etc. The subject matter teacher is aware of the purposes for which the students are reading and the backgrounds necessary for understanding what is read. He is, therefore, in a position to contribute immensely to the reading growth of his students.

The material presented in this manual was organized to be general enough to meet the needs of teachers in various subject areas and yet specific enough to provide actual procedures which may be applied in the classroom. It is not expected that every teacher will be able to use all the procedures contained here. The ability of the students as well as the subject matter involved will tend to define the extent to which different techniques may be used effectively. It is hoped that each teacher will examine its contents and make use of those procedures which meet the specific needs of his students.

WORD ATTACK SKILLS*

Word attack skills are first taught in the elementary schools and should be reviewed throughout the junior high school years to insure that every student can attack words with ease. These skills are used by students to determine the pronunciation and, in some cases, the meaning of new words. They are particularly valuable to the beginning reader who recognizes many words when they are pronounced though they have no meaning for him in print.

Phonetic analysis enables the student to unlock many words by associating the sounds with their appropriate letter symbols. This promotes blending the series of sounds into a word whole. Structural analysis also enables the student to unlock difficult words through knowledge of prefixes, suffixes, and rules of syllabication. It should be understood that each lesson suggested is based on the lesson preceding it.

I. Phonetic Analysis

A. Consonant Sounds

Correct pronunciation of consonant sounds is taught in the Cleveland Elementary Schools through the use of key words. A review of these words at the junior high level will help the child strengthen his word attack skills. Following are the key words used for initial consonant sounds.

b - ball	j - jump	s - sun
c - cake	k - kite	t - top
d - duck	l - lamp	v - valentine
f - fish	m - moon	w - wagon
g - goat	n - nest	y - yarn
h - house	p - pig	z - zebra
	r - rake	

When teaching consonant sounds, the following facts should be emphasized:

1. The key words that represent the consonants are very important in determining the sound of the consonant.
2. Consonants are in initial, medial and final positions.
3. Gn, kn, and wr are also listed as consonant sounds.
4. Consonant sounds are not isolated but should always be associated with the key word.

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* Methods and materials in this portion of the manual were developed by the Language Arts Department of the Cleveland Elementary Schools.

B. Special Consonant Blends or Speech Sounds

Key words for special consonant blends

th - there	wh - wheel	ch - chair
th - thumb	sh - shoe	

These speech sounds are so-called because they are consonant letters combined with h to make one new sound. The key word and the spelling of the sound are stressed as th as in there. The correct speech sound should also be stressed.

C. Consonant Blends

These blends are a fusion of 2 or 3 consonant sounds all of which are heard. It is suggested that these blends be pointed out or underlined in lists of vocabulary words. At all times association of these blends with the key word is extremely helpful both in pronunciation and in the spelling of the word.

Key words for initial consonant blends

bl - blocks	pl - plant	spr - sprinkler
br - broom	pr - present	squ - squirrel
cl - clown	qu - queen	st - star
cr - crown	scr - screw	str - strawberry
dr - drum	sk - skates	sw - swing
fl - flag	sl - sled	thr - three
fr - frog	sm - smile	tr - train
gl - glove	sn - snail	tw - twine
gr - grapes	sp - spool	wr - wreath

D. Rhyming Ends

Students may be helped in the pronunciation of a short word by finding a resemblance in a familiar word, particularly a word with a rhyming end. In working with rhyming ends, it is necessary to develop auditory perception of the rhyming sounds as well as the visual perception of the letters that make those sounds. Also lists of new words can be formed by adding initial consonants or blends before the rhyming ends. This necessitates the blending of sounds which is difficult for many students to do. It also helps in the spelling of words, mainly one-syllable words. Some examples of words with rhyming ends are listed below.

cake - lake	frown - town	fright - light

E. Hard and Soft Consonant Sounds of c and g

The letter c has a soft sound like s when it comes before the letter e, i, and y. The sound of the letter c is hard in cat. The letter g has a soft sound like j when it comes before the letters e, i, and y. The sound of the letter g is hard in game.

The following method is suggested for teaching the preceding rule. Pronounce several words which begin with c and k. Have students determine by hearing alone whether the initial letter is a c or a k. Arrive at the generalization that some c's sound like k's and the sound is called hard. In like manner pronounce words which begin with an s and words that begin with c's that have the sound of s. Lead students to conclude that some c's sound like s's and have the soft sound. From a list of words on the board that begin with the hard sound of c, list the vowel which follows each and do the same with a list of words containing the soft sound of c. Formulate the rule which applies to the hard sound and the soft sound of c. The same procedure applies to the hard and soft sounds of the consonant g. It is suggested that much drill and practice be given with many words having these consonants with the hard and soft sound. In words like cottage, luggage, police, terrace, postage, it should be pointed out that the syllable ending in e does not make the first vowel long but rather, affects the sound of the g or c.

F. Vowel Sounds

Vowels are voice makers. All words must contain a vowel sound. Unfortunately each vowel letter does not always have the same sound; thus some dictionaries list as many as eight sounds for the letter a. All vowels have both a long and a short sound. The Cleveland Elementary Schools use key words to teach these sounds.

1. Key words for long vowel sounds

a - apron	o - oval
e - eel	u - uniform
i - ice	

In working with long vowel sounds, the vowel sound should be taught first in the initial position as a as in apron, second in a medial position as a as in cake. As a word of caution, check the long sound of u with the dictionary since in many words it has the sound and symbol of oo. It is suggested that the macron (-) be pronounced and used each time to designate the long vowel sound.

2. Key words for short vowel sounds

a - apple	o - ostrich
e - elephant	u - umbrella
i - Indian	

Short vowel sounds are much more difficult to hear and make than are long vowel sounds. Students have a great deal of difficulty distinguishing between the short i and the short e sound and pronouncing them. It is well to begin

with short words with the short vowel sound in the initial position such as: am, at, and, as, ant. The a sound can be isolated and the following consonants whispered. The key word is then introduced as a as in apple. There should be much practice in this type of exercise with each short vowel sound until the short vowel sounds and key words can be readily repeated.

G. Rules for Determining Vowel Sounds

After students can differentiate between long and short vowel sounds, it becomes important to develop the principles which determine the sound of the vowel. Following are rules which are used in determining these sounds and suggested procedures for teaching them.

Vowel Rule 1

If there is only one vowel in a word or syllable and it is followed by a consonant, the vowel is usually short.

can let pin top run

A list of one-syllable words involving each of the short vowel sounds plus an additional two-syllable word, one syllable of which contains a short vowel sound, is written on the blackboard. Then the student is asked to name the kind of letters, beginning with the vowel, which are used in the word. After establishing in each word or syllable that the pattern is vc (vowel, consonant), it can be stated that when a vowel is followed by a consonant, the sound of the vowel is usually short. It is suggested that many examples of this rule be worked out before the vowel rule is stated. Examples of exceptions to this rule should be pointed out such as find, most, danger, etc.

Vowel Rule 2

In a short word or syllable ending in e, the first vowel is usually long and the e is silent.

cake Pete kite rope cube

A list of one-syllable words ending in e plus an additional two-syllable word, one syllable of which ends with an e, is put on the board. The students are told that these words contain a long vowel sound. They are asked to begin with the first vowel in each word or syllable and name the kinds of letters (vowels or consonants) which follow. In this way the pattern vcv (vowel, consonant, vowel) is formed. After many examples using words and syllables ending in e, the generalization is made that in a short word or syllable ending in e, the first vowel is usually long and the e is silent. Of course there are exceptions to this rule which should be pointed out such as give, have, come, etc.

Vowel Rule 3

When the following vowel teams appear in words, the first vowel usually carries the vowel sound while the second is silent.

ai - rain	ea - meat	ee - feet
ay - play	ea - bread	oa - soap

In teaching this rule, list as many words as you can think of with the same vowel combinations as those above. Then ask students the following questions:

a. How many vowels do you see? Answer - 2

b. How many vowels do you hear? Answer - 1

c. Which vowel do you hear? Answer - first

d. What vowel sound do you hear? Answer - long a, etc.

e. What about the second vowel? Answer - It is silent.

Develop the rule and, again, point out that there are exceptions such as again, said, aisle, and great.

H. The Bossy "R"

Whenever the consonant r follows a vowel, the pronunciation of the vowel will be affected and the rules given above will not apply. The effect of the r upon the vowel sound may be shown by writing on the blackboard a list of one-syllable words with a short vowel sound such as ban, gem, bid, cod, and bun. Write the same list again putting an r after the vowel: barn, germ, bird, cord, burn. Have the students note that the short vowel sounds are no longer the same but have been changed by the letter r. Vowel sounds which are affected by the Bossy "R" include the following:

er - ladder	or - world	are - care	ar - star
ir - bird	or - corn	air - pair	ar - collar
ur - fur		ar - dwarf	ar - library

I. Letter Teams

Key words for letter teams

oo - spoon	ou - house	ow - crow
oo - book	ou - country	ow - cow
ou - mouse	aw - saw	oy - boy
ow - owl	au - auto	oi - oil

In presenting these vowel sounds, it should be pointed out that there are specific letter combinations that work together as teams. Here again we use key words to establish the vowel sound represented by the letter combinations. After developing the sound of the specific letter combination in connection with the key word, lead the students to realize that some combinations are spelled alike but have different sounds while other combinations are spelled differently but sound the same.

II. Structural Analysis

A. Prefixes and Suffixes

Prefixes and suffixes are added syllables which affect the meaning of the root word. As the initial step in identifying a word, the student should be taught to check that word for known affixes. The fifteen most frequently used prefixes are: ab, ad, be, com, de, dis, en, ex, in (into), in (not), pre, pro, re, sub, and un.* Twenty-seven common suffixes are: ion, tion, ation, er, ment, ful, ence, ance, ant, able, y, al, ous, ity, ty, ent, ure, ness, en, ly, ary, ive, an, ian, n, less, and ic.** Work with each prefix and suffix will bring out the fact that many affixes have more than one meaning.

Example: unkind - un means not
uncover - un means the opposite

rosy - y means like
healthy -y means full of

A suggested method for teaching prefixes and suffixes is to first write on the chalkboard several sentences, each of which contains a word with the same affix. After the sentences have been read and the meanings of the words determined, erase the affix; as the sentences are reread, have students note the change in meaning. Work with each affix until students understand the meaning it gives to the root word. In cases where an affix has more than one meaning, be certain that all meanings are studied and understood.

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*Stauffer, Russell G., "A Study of Prefixes in the Thorndike List to Establish a List of Prefixes that Should Be Taught in the Elementary School," Journal of Educational Research, February, 1941.

**Thorndike, Edward L., The Teaching of English Suffixes. New York: Bureau of Publications, Teachers College, Columbia University, 1941.

B. Syllabication

A syllable is a pronunciation unit which contains only one vowel sound. The rules listed below may be applied to determine the division of syllables; however, there are exceptions so the dictionary should be consulted in cases of doubt. It is often helpful, when dividing words into syllables, to have students clap the word first to determine the number of syllables.

1. We divide between <u>like</u> consonants.

val<u>l</u>ey	app<u>r</u>ove	com<u>m</u>on

2. We divide between <u>unlike</u> consonants.

sis<u>t</u>er	com<u>b</u>ine	cer<u>t</u>ain

3. We usually divide before one consonant in or near the middle of a word.

mu<u>s</u>ic	pi<u>l</u>ot	de<u>c</u>ide

4. When a final syllable ends in <u>le</u>, the consonant before the <u>le</u> usually begins this final syllable.

sta<u>ble</u>	twin<u>kle</u>	puz<u>zle</u>

Syllabication of a word generally helps to determine the vowel sound in each syllable depending upon whether it is an open or a closed syllable. (An open syllable ends with a vowel, and the vowel sound is usually long; a closed syllable ends with a consonant, and the vowel sound is usually short.) However, accent also plays a part in determining the vowel sound.

C. Compound Words

Compound words are formed by the use of two or more single words placed together. They may be attacked more easily after the student has learned to separate them.

Examples:

desktop	wastepaper	homeroom

D. Contractions

In developing the meaning of contractions, emphasize the fact that the apostrophe takes the place of certain omitted letters and serves to join two separate words.

Examples:

we'll	he's	you've
I'm	don't	they're
couldn't	didn't	won't

E. Endings

Students should learn to recognize endings as inflected forms of the root word. When endings are separated from the root words, the meaning will become more obvious. Some of the most common endings are as follow:

1. Possessives ('s, s')
2. Plurals (s, es, en, etc.)
3. Past tense (ed*)
4. Comparisons (er, est, etc.)

* This ending has three distinct sounds (ed - painted, d - seemed, t - locked).

VOCABULARY SKILLS

During the years spent in junior high school, a child encounters thousands of new words. The teacher faces the challenge of presenting these words in such a way that they are learned and remembered. Listed below are word meaning skills which need to be developed and activities which teachers may find useful in their development.

I. Drawing Meaning from Context Clues

A. Prepare a paragraph containing new words to be taught. Underline these words and list meanings for each under the paragraph. Ask the pupils to select the correct meaning for each unknown word.

B. Write on the chalkboard a number of words which students need to learn. Use each in a sentence and let students decide upon the meaning from the context. To insure a thorough understanding, have students use the words in new sentences of their own.

C. Have each student bring to class a sentence containing an unknown word. Place these words on the board. As each student reads his sentence, let other students determine the meaning from context. Use each word in several sentences so that all members of the class can use it correctly.

D. Write a number of short sentences on the chalkboard, leaving out an important word in each.

Ex. _____ ran down our faces.

Don't _____ an inch.

Next use the words (perspiration - retreat) in other sentences and have the students match the word used in one sentence with the word needed in the blank space on the board.

E. Have the pupils examine a reading selection to determine the meaning of words or terms. Prepare an exercise such as the following to go with the story:

Which meaning does each of the following words seem to have in the story?

1. quibbling
   a. tickling
   b. grouching
   c. evading

2. ordeal
   a. trip
   b. experience
   c. swim

F. Write sentences underlining the word to be learned from context. List four possible meanings and have students decide which seems most appropriate.

Ex. The man showed <u>courtesy</u> which the girl did not expect.

strangeness meanness happiness politeness

G. Have pupils select from a group of words similar in appearance the appropriate word for the context of a given sentence.

Ex. The man was _____ the gold he had found.

protecting prospecting prosperous

II. Extending Word Meanings Through Roots

A. Write such inflected forms as are shown below and ask pupils to indicate from what root word each is formed. Write the root beside each inflected form and ask what ending was added to each root and what change, if any, was made in the root word.

peaches	jumped	halves
running	speaks	flied
sweeter	hitting	reading

Follow the same procedure with words to which suffixes have been added. For example:

speechless	beautiful	grower
goodness	boyish	government
rainy	hastily	democratic

B. Present a root word of foreign extraction from which many words in the English language have been derived. Develop these English words and show how the meaning may be remembered more easily by associating them with the root word.

Ex. Latin "mater" meaning mother.

matrimony	alma mater
matron	matricide
maternity	

As a follow-up to this lesson prepare a series of sentences omitting a word in each. Have students complete each sentence by supplying a word developed in the preceding lesson.

Ex. Homecoming is a time for graduates to return to their _____. _____ is a state of wedlock.

Build still more words from new roots encountered. For example:

"cide" meaning to kill	"mony" meaning money
suicide	patrimony
homicide	alimony
genocide	

C. Apply information gained from various reading interests and sources to form questions which arouse curiosity. Word histories frequently stimulate interest.

bonfire

Why do we call a "bonfire" by that name? Why not call it a leaf or a grass fire? Many years ago it was customary to bury people in churches. Since there is only a limited amount of room available within a church, eventually there would be no space left for new graves. When this happened the caretakers would dig the old graves and carry the bones into an open field. There they would be burned in an open bone fire. Thus our bonfire was once a bone fire and not a fire of leaves or grass as we know it today.

salary

Frequently we hear the expression, "He's not worth his salt." Did you ever connect this expression with the word, salary? You should because they both have the same origin. In the days of the Roman Empire, salt was considered quite valuable and was often used in the place of money as a payment for services rendered. The word, salary, comes from the Latin salarium meaning salt money. When you receive your salary, therefore, literally you are receiving your salt money.

III. Understanding the History, Purpose, and Value of Dictionaries

A. Discuss the method used in the construction of a dictionary. Emphasize the facts that meanings given are general condensations arrived at from studying the words as they are used in context; that no two words have exactly the same meaning, that the same word may have many different meanings, and that context is the final authority in determining the meaning of a word.

B. Discuss the role of the dictionary in dealing with a changing language. Emphasize the facts that new words are constantly coming into the language, other words are dropping out of general usage, and still other words are changing in pronunciation and/or meaning. Above all, emphasize the fact that the language is made by the people who use it and not by lexicographers.

C. Discuss the role of pronunciation in determining the meaning of words. Where spoken language is involved, the tone of voice and expressive motions of the speaker often do more to express the meaning of a word than does a dictionary definition.

IV. Learning to Locate Words in the Dictionary

A. Ask students how many letters there are in the alphabet; determine which letters appear in the first half, the last half, etc. Drill students until they can open their dictionaries to any letter desired.

B. Ask pupils which word would be listed first in the dictionary - travel or verse. Use other pairs of words to ask similar questions.

C. Use a dictionary without a thumb index and open it to a certain page. Ask pupils to estimate what letter of the alphabet begins the words on that page.

D. Write on the chalkboard the first few letters of a difficult word and pronounce it; then have students find the correct spelling of the word in the dictionary.

E. Emphasize the use of guide words. On the chalkboard write the guide words - residential and resource. Have students list as many words as they can think of that would appear on that page in the dictionary.

F. Teach the importance of identifying a root word in an inflected or derivative form. Ask students to tell how they would locate the meaning of such words as the following: glittering, leisureliness.

G. Have frequent contests where recognition is given to students who can locate words in the dictionary most rapidly. Seat students so that there is an equal number of pupils in each row and place on the chalkboard several difficult words. Give the students in the front seat in each row a dictionary and a piece of paper. At a signal from the teacher, have them look up the first word listed on the board and copy it on the paper together with the page number on which it is found. As soon as they have finished, these students pass the dictionary and paper to the persons sitting behind them who do the same with the second word, etc. The object is to find which row of students can locate most rapidly all the words on the chalkboard.

V. Using the Dictionary to Determine Word Meanings

A. Present on the chalkboard or a mimeographed sheet a short selection which contains a number of difficult words. Have students skim through the selection to locate words which they do not know. After they have located these words in the dictionary, discuss with them which meaning given best fits the context of the sentence.

B. Discuss with pupils the possible meanings of new words in a story. Have them look up these words in the dictionary and determine the meaning which fits the context of the sentence. To insure a thorough understanding of the meaning of the words, ask students to use them in new and original sentences.

C. Give the pupils a selection to read in which difficult words are underlined. Have students write a meaning of their own for each word. Then they may use the dictionary to determine how accurate their definitions were. Teach them to generalize word meaning from reading several definitions.

D. To determine more accurately the meaning of a word which is rather abstract, have students make at least two cross references to other words with similar meanings.

E. Encourage students to make use of illustrative phrases, sentences, pictures and diagrams listed in the dictionary as aids to meaning.

VI. Understanding Shifts in the Meaning of Words

A. Prepare exercises similar to the example below. Direct pupils to select the sentence that best explains the underlined statement.

The boat was tied <u>fast</u> to the dock.
_____The boat was quickly tied to the dock.
_____The fast boat was tied to the dock.
_____The boat was tied firmly to the dock.

B. In a list of common words, each having more than one meaning, have pupils use the dictionary and write sentences using the words correctly in different ways.

Ex.	left	race	cold
	set	strike	pass
	bear	air	right

C. Give the pupils several sentences using a single word to express a different concept in each sentence. Ask students to determine the meaning which the word has in each sentence.

Ex. The members will <u>air</u> their views.
Her voice came over the <u>air</u>.
We are surrounded by <u>air</u>.
She tossed her head in the <u>air</u>.
Put some <u>air</u> in the tires.
We should <u>air</u> out the room.
She played a light <u>air</u> on the piano
There was an <u>air</u> of mystery.

D. Prepare sentences showing words which are spelled the same way but have different meanings and accents. Point out the necessity of determining both pronunciation and meaning from context.

Ex. Please present these gifts to Mary.
I sent Mary a present.

E. Make up groups of three sentences which contain words having more than one meaning. Use each word in two sentences so that it has the same meaning; in the third sentence use it with a different meaning. Ask pupils to find the sentence in which the word has a different meaning.

Ex. Strike the last word from the sentence.
Do not strike the glass.
His foot will strike the board right here.

VII. Extending Word Meanings Using Synonyms, Antonyms and Homonyms

A. In one column on the chalkboard write a list of descriptive words; in a second column write a synonym for each. Direct pupils to use one of each pair of synonyms in a sentence; then substitute the other synonym and notice the change in meaning.

B. Prepare a list of words from a familiar selection or unit of work. To the right of each word place three other words, one of which has a meaning opposite to the first word. Have the pupils underline these antonyms. The same type of exercise may be applied with synonyms.

Ex.	polite -- rude	cruel	well mannered
	above -- over	up	below

C. Prepare a list of words from which both antonyms and synonyms can be formed. Have students write sentences using words in each of these categories.

D. Write on the chalkboard a story such as the following. Leave the blanks as indicated and have the pupils select and write a descriptive word in each blank. When the exercise is completed have the stories read aloud so that the pupils may be aware of the way in which the descriptive words either add to or change the meaning of the story.

On a_____ morning in the _____ month of June, a _____ girl and a _____ boy strolled down the avenue on their way to church. As they passed an _____ jewelry store, the girl stopped to gaze at the _____ diamonds in the window. Fearing that his friend had _____ ideas, our _____young hero _____ suggested that they must hurry lest they be late.

E. Give students a list of homonyms such as principal and principle, waste and waist, straight and strait, etc. Have them practice using the words in sentences to illustrate differences in meaning.

F. Choose a descriptive paragraph from the textbook and have students copy it, substituting synonyms for as many words as possible. Compare the copied version with the original and discuss whether or not students were able to retain the original meaning of the paragraph.

G. Write sentences such as the following:

1. The sky was like balls of blue and white yarn._____
2. The feel of the earth beneath our feet made us appreciate the simple things of life._____
3. The mountain towered above us. _____

Have pupils write after each sentence an adjective to describe the underlined word.

H. Illustrate the degrees of difference placed upon certain words by asking students to define each of the following:

housewife - homemaker	janitor - custodian
lawyer - attorney	cop - police officer

After a class discussion, have pupils contact people who fit these categories and learn what differences they see in these terms.

J. Write on the chalkboard sentences containing strong words such as sweat, sick, lie, and hate. Rewrite the sentences substituting synonyms and note the changes which occur in meaning. A good follow-up exercise is to examine certain common expressions and alter them by substituting a synonym.

Ex. Change "the sweat on his brow" to "the perspiration on his forehead."

COMPREHENSION SKILLS

Reading materials take many forms which involve different kinds of understanding and interpretation. Listed below are important skills which need to be developed and procedures which the teacher may find useful in their development.

I. Identifying Main Ideas

A. Write on the chalkboard a list of ideas from the story. Have the pupils find the paragraph in which each idea is located.

B. Select several paragraphs from a story. Have the pupils write in their own words the main idea in each of the paragraphs. Discuss the structure of the paragraph. Find supporting sentences for the main idea. Is it possible for a paragraph to contain more than one idea? Could a paragraph contain no main ideas? Discussion of these and other pertinent questions about paragraph writing will give the students insight into reading abilities.

C. Divide a story into sections. Ask different students to write titles for each section chosen. Have these titles read orally and analyze whether or not they really constitute a clear statement of the main idea of the paragraph. Encourage class members to criticize inferior work and suggest improvements needed.

D. Assign to students several paragraphs which contain titles. Have them practice rewriting these titles in the form of a question which, when answered, will tell the main idea of the paragraph.

E. As a part of the daily assignment in the textbook, examine titles, subtitles, headings, etc., with students. Indicate how a careful examination of these aids prior to reading may save much time and effort during study.

F. After reading a paragraph silently, have students write a telegram of not more than ten words which accurately states the main idea of the paragraph. Telegrams should then be read orally and the best in the class chosen. Discuss why this one was chosen to be best.

G. Discuss the importance of determining the author's exact meaning. Write three ideas for a paragraph, one of which gives an interpretation which is too narrow, one of which is too broad, and one of which accurately states the main idea of the paragraph. Have students properly label ideas as too broad, too narrow or correct.

H. Working with an outline form, have students list as many details as they can find in a given reading selection. After writing these details on the board, have students formulate a clear statement of the main idea.

I. Select a newspaper article and clip the title or heading from it. Have the pupils read the selection and decide upon a suitable title of their own. Reverse the process. Show students the heading and let them decide upon the content of the article.

II. Identifying Significant Details

A. Write on the chalkboard the words who, what, where, when, and why. Tell students that these are called the "Five W's" and when they are answered, the students will know the most important details of the story. Students should train themselves to search for answers to questions such as the following:

Who is in the story?
What is it about?
Where does the story take place?
When does the story take place?
Why did the incidents happen, or why was the story written?

B. After reading a given assignment, have pupils write five good questions involving the 5 w's. Exchange papers and write answers to classmates' questions.

C. Write unfinished sentences about a story which the group has finished reading. Have the pupils select from a group of words or phrases for each sentence that word or phrase that correctly completes the sentence. This should be done without referring again to the material read.

D. Have students write 5 questions involving what they consider to be the significant details in a given selection. Have questions read orally and discuss their significance.

E. Write a sentence on the board. Have students divide the sentence into parts, each of which answers one of the 5 w's.

Ex. (Each <u>When</u> summer) (millions <u>Who</u> of tourists) (have <u>What</u> wandered) (over the <u>Where</u> United States.)

F. List on the chalkboard a number of main ideas from a story. Have students supply (orally) as many details as they can which fit each idea. Each time a new detail is given, draw a line beneath the main idea. After all the details have been listed, have students write on paper the main ideas and as many details as they recall.

G. Prior to reading a given selection in the textbook, have students prepare a series of questions involving details they expect to answer through reading. An article entitled "Travel by Rocketship," for example, might answer the following questions:

How fast will the Rocketship travel?
How many passengers will it carry?
What advantage does it have over conventional aircraft?
Who would want to fly by Rocketship?
When is it likely to begin?
How much would it cost?

H. Assign students to read an article of some length in a newspaper or magazine. Have them report to the class on what details in the article they consider to be worth remembering and what details they would ignore.

I. Clip from the newspaper several short articles to bring to class. Read each clipping orally; then call on pupils, one at a time, asking each to list some one detail he noticed in the selection read. This exercise is an excellent one for concentration.

J. Have students open their books to a given reading selection. Ask a question which involves a detail and see who will be first to locate the answer.

III. Relating Ideas and Details

A. Have pupils read paragraphs silently selecting important phrases. Then ask them to read these phrases orally to other pupils who will try to identify the central idea of the paragraph.

B. On the chalkboard draw a circle containing a main idea. Draw as many lines as needed protruding from this circle containing supporting details for the main idea.

C. Have the pupils read about a famous man, select one big event in his life to use as a title, and list under the title the details of that event.

D. Direct the pupils to read a descriptive paragraph and decide what each sentence is about. Point out that each sentence is related in some way to the main idea of the paragraph.

E. Suggest to the pupils that as they come upon new details when reading, they try to recall previous details read in the selection. At the ends of paragraphs, check to see how many of these details they remember.

F. Bring to class a picture containing much detail such as one by Grandma Moses. Examine carefully with the class the detail found in the picture and show how it is used to support the central theme.

G. Read to the class a paragraph omitting a significant detail. Have students try to determine what detail was omitted.

IV. Selecting Important Words, Phrases, and Passages

A. Find clues to the climax of a story by listing action words and descriptive words that tell something is about to happen; then ask the children to guess what the climax will be.

B. Write sentences using such words as however, thus, since, and yet. Have pupils find substitutes for those words which will not change the meaning. Also have them indicate what type of information is likely to follow these expressions.

C. Set up some problems on a selection which the pupils are to read. Have them answer the questions presented by referring to key sentences in the selection.

D. Select unusual expressions found in a story and discuss them with pupils in class. Indicate any hidden meaning which may underlie the words.

V. Understanding Time Sequences

A. Suggest that the pupils make a "time line." Provide paper which is about eighteen inches wide and the length of the longest available wall or board space. Have pupils draw a line the length of the paper about three inches from the top of it and divide the line into periods of years between the first and last dates found in the selection. Have the pupils print the title just above the center of the paper. Assign to each pupil a part of the story in order to find all the dates mentioned and the events that took place.

B. Develop understanding of time sequence by having pupils read of events that happened or will happen at a given time. After reading the story, have them list those facts which indicate when the story took place. In a story of pioneer life, for example, students might list such facts as these:

People rode in covered wagons.
Children slept in the loft.

C. Have students read a narrative story. Give them a list of events chosen at random from this story and ask them to arrange these events in chronological order.

VI. Distinguishing Between Factual Statements and Judgments

A. Select two newspaper articles on the same topic (one from the front page and the other from the editorial page). Note and discuss the differences in the style of writing and the type of information given.

B. In an article chosen from the front page of a newspaper, select words which are often interpreted as being factual but, in reality, indicate the feelings of the writer. Examples: aggressor, alibi, goaded, sneaked.

C. From a group of sentences, some factual and some opinionated, have the pupils indicate those sentences which are fact. Then ask them to find key words which make the other sentences opinionated.

D. Assign students to write several sentences most of which are factual but some of which contain opinion. Have the sentences read orally and see if students can separate fact from opinion.

E. After pupils have read a fictitious story, ask them to choose two or more characters from the selection and tell what kind of person each is by locating the description, conversation, or events that lead the pupils to make these judgments.

F. Have the pupils copy from the newspaper statements which might be doubted. Have them also list reasons why they might be doubted and why they might be accepted as facts. Emphasis in this exercise might be placed on advertisements.

G. Have students pretend to be reporters and write newspaper articles about one event in a story. (News articles should not contain opinions.) Read the completed articles to the class and examine them to see if they report only facts.

H. Have each student write an editorial about the news article he wrote. (See above) An editorial writer gives both facts and opinions.

VII. Recognizing an Author's Belief or Point of View

A. Select sentences from a given story and have the pupils write in their own words what they think the author meant by such sentences. What indications do these sentences give you of the writer's political, spiritual, or educational views?

B. Explain to the pupils that an author has a purpose for writing a story. He may want to give new information, to influence your thinking, to entertain, or simply to relieve his own anxieties. Have the pupils read a selection and discuss with them the reasons which the author may have had for writing it.

C. Help the pupils gain the implied meanings of various parts of a story by noting the way the author gives certain impressions. Pay particular attention to "loaded" words. Try substituting synonyms for such words and note changes in meaning.

D. Select articles on a single topic from two different newspapers. List ways in which these two papers are alike in their presentation (viewpoint) and ways in which they are different.

VIII. Creative Thinking

A. Have the pupils read a selected fable and from a prepared group of sentences, each containing a moral or lesson, choose the lesson which is taught in the fable. One example of such sentences might be: Kindness is its own reward.

B. Prior to reading a selection in which a man is faced with a decision, give students a similar set of circumstances and let them explain what decision they would make and why. Then read the original selection and discuss the decision made by the principal character.

C. Read to students the part of a story leading up to a climax. Have them write the conclusion to the story. Then read the conclusion to the original story and let them compare it to their own version.

D. Select segments from several stories consisting of situations, occurences or events and have the pupils determine whether these represent the possible or the impossible, the realistic or the ridiculous.

E. Say, "Here is a game that you will enjoy. The first part of this sentence will tell you about two things which go together. You will have to decide for yourselves which two things in the last part of the sentence go together. I will give you the first part of the sentence and three words from which to choose the correct ending. A kitten is to a cat as a puppy is to a _____ (duck, dog, boy)." Pupils may continue the game by making other analogies of their own to use with their classmates.

X. Critical Interpretation

A. Have the pupils copy examples of inferences from a reading selection and state the condition that is inferred. Example: After the class laughed, he sat quietly with his head down.

B. Write a generalization such as, "Young people are worse than they used to be." Ask the pupils to prove that this is not necessarily true. Find other generalizations in reading selections and discuss in class.

C. Have students attempt to use the following words in making true sentences: always, never, only and none. Emphasize the fact that they should be used with great caution. Find examples of sentences in which these words are used incorrectly.

D. Fold your paper lengthwise and make two headings: Cause and Effect. List words or groups of words from the reading selection which fit into these categories.

E. Fold your paper lengthwise and make two headings: Straight Thinking and Misleading Statements. Write five of each. Examples:

Straight thinking:	Misleading Statements:
All people have veins and arteries: I am a person; Therefore, I have veins and arteries.	Milk is a liquid; Water is a liquid; Therefore, milk is water

F. Demonstrate the problem of interpretation to students by asking them to picture in their mind something as simple as a piece of paper. Then show by asking questions that they probably had several different pictures. For example, was the paper lined or plain? What color was it? What size was it? Was it clean or dirty? Now ask students what is likely to happen to our thinking when we begin dealing with abstract words if we get various interpretations of something as concrete as a piece of paper.

G. People are often influenced by symbols more than by realities. Have students find and discuss situations in which this takes place.

Example: A high school student cheats on an examination in order to make the honor roll.

Since words are also symbols, they are sometimes used to confuse or mislead the listener. Find examples of this to discuss in class. For example, an advertisement says you need not pay for any purchase; just charge it.

H. Discuss with students the either-or fallacy in interpretation. Find examples in a reading selection where a writer falls victim to this error.

Example: Either you are for me or against me.
Bill was upset because he didn't make all A's.

RATE OF READING

The rate at which a student reads a selection depends upon the purpose for which he is reading as well as the nature of the reading material. Listed below are suggestions which the teacher may find useful in helping children read different types of materials more rapidly.

I. Eliminating Obstacles to Rapid Reading

A. Lip Reading

1. Discuss with students the method used in learning to read, the tendency to relate printed symbols with sounds, and the necessity for overcoming this habit during periods of silent reading.

2. Instruct students to place a finger over the lips, hold an object between the lips, or blow air through the lips when reading. These exercises will make the student conscious of his habit and assist him in overcoming it.

3. Emphasize the importance of understanding complete ideas in the reading selection rather than just single words.

B. Reading Single Words Rather Than Word Groups

1. Make use of tachistoscopic procedures or flash cards to increase perceptual span in reading.

2. Teach students to recognize word patterns (prepositional phrase, subject - verb - object sequence, clauses, etc.) in developing meaning.

3. Mimeograph a reading selection; draw a vertical line down the center of the page; have students practice fixing their eyes only once on each side of the line.

4. Practice reading newspaper columns with single eye fixations for each line.

C. Regressing

1. Pre-teach difficult words to eliminate regressions caused by unknown words.

2. Have students develop the habit of preskimming reading material to determine a general outline of the writing.

3. Make use of a Controlled Reader or pacer which forces the student to keep pace with the reading and eliminates the possibility of regressing.

D. Lack of Concentration

1. Use questions to set purposes for reading rather than simply assigning a number of pages and expecting the student to grasp the imparted information.

2. Stimulate a desire to learn through reading by motivating the assignment properly.

3. Encourage students to read at a rate slightly faster than that at which they feel absolutely comfortable lest the mind wander to other things.

4. Give short rather than lengthy assignments and encourage students to read for short periods of time at maximum concentration rather than for long periods of time void of concentration.

5. Practice regular timed readings and comprehension tests.

6. Encourage students to search for main ideas and significant details, discarding verbosity whenever possible.

II. Adjust Reading Speed to Various Types of Material

A. Skimming

1. Help students overcome the ideas that skimming is cheating and that everything that is written is worthwhile. Discuss examples of situations where everyone skims (telephone directory, dictionary, etc.) and apply this to other reading for similar purposes.

2. Work to develop the habit of preskimming all material before engaging in a more thorough reading.

B. Speed Reading

1. Study paragraph construction. Note that in most paragraphs only one main idea is expressed. The other information is used to explain, limit, describe, amplify, or in some way alter this main idea. Give students practice exercises so that they develop the habit of searching for ideas rather than just reading single words.

2. When reading familiar material, make use of speed reading so that new ideas are quickly assimilated and no time is wasted pondering material which is already known.

C. Study Reading

1. Students should be given insight into the type of study expected. If only partial recall is expected such as might be shown on a true-false or multiple choice test, the students should be informed and told to study accordingly. The type of study used here would vary considerably from that used to prepare for a memorization or essay examination.

2. Teach students to outline both on paper and mentally material which is not familiar and should be remembered. Use the chalkboard to outline with students selected passages from their reading. A variation of this technique is to use a circle containing the main idea of a paragraph and have students supply supporting ideas which are placed on lines extending from the circle.

D. Reflective Reading

1. Emphasis in reflective reading is upon comprehension rather than rate. Much time will be saved, however, when students learn to recognize propaganda, slanting, generalizing, and other types of non-authoritative or highly opinionated writing for what they are and not read them as information.

2. Help students determine the purposes for which they are reading and give them insight into the appreciation or evaluation which should take place. If children are expected to develop an esthetic appreciation from reading a lyrical poem, for example, an explanation of rhythm, rhyme, figures of speech, and the factors which will enhance this appreciation should take place prior to the actual reading.

III. Making Use of Typographical Aids and Word Signals

A. Headings and Subheadings

1. Have students read headings and formulate questions to be answered from reading the paragraph.

2. List on the chalkboard several headings; then ask questions and have students name the heading under which they would be most likely to find answers.

B. Transitional Expressions

1. List words such as the following on the board:

however	thus
on the other hand	therefore
first	finally

Have students tell what kind of information they would expect to follow each of these in a sentence.

2. Choose sentences from the assigned reading which contain transitional expressions. Substitute other expressions without changing the meaning of the sentence.